

DIVERSITY SURVEY 2016

FACULTY AND STAFF RESULTS COMPARED WITH
STUDENT RESULTS



SURVEY PURPOSE

- The main purpose of administering the Faculty/Staff Diversity survey was to determine whether Westmont faculty and staff see student diversity learning environments through the same lenses as students do.
- It is a companion tool to the Diversity Signature Assignment administered to students in Spring 2016 rather than a campus climate survey.
- Nevertheless, the Faculty/Staff Diversity survey results can provide us with some information about the institutional climate and assist us in identifying possible emphases for the future college climate if desired.

SURVEY BACKGROUND

- In Spring 2016, selected questions from the Diverse Learning Environments Survey (DLE), which captures student perceptions regarding the institutional climate and campus practices, were administered to Westmont students as an honor project conducted by Joseph Briones, a Kinesiology major.
- The DLE survey results provided the Diversity Assessment team with contextual information on student learning about diversity. The results helped the team to triangulate some direct assessment data collected through the Diversity Signature Assignment, which was administered in Spring 2016.
- All the student data used in this Powerpoint was gathered through the 2016 DLE Survey overseen by Joseph Briones.

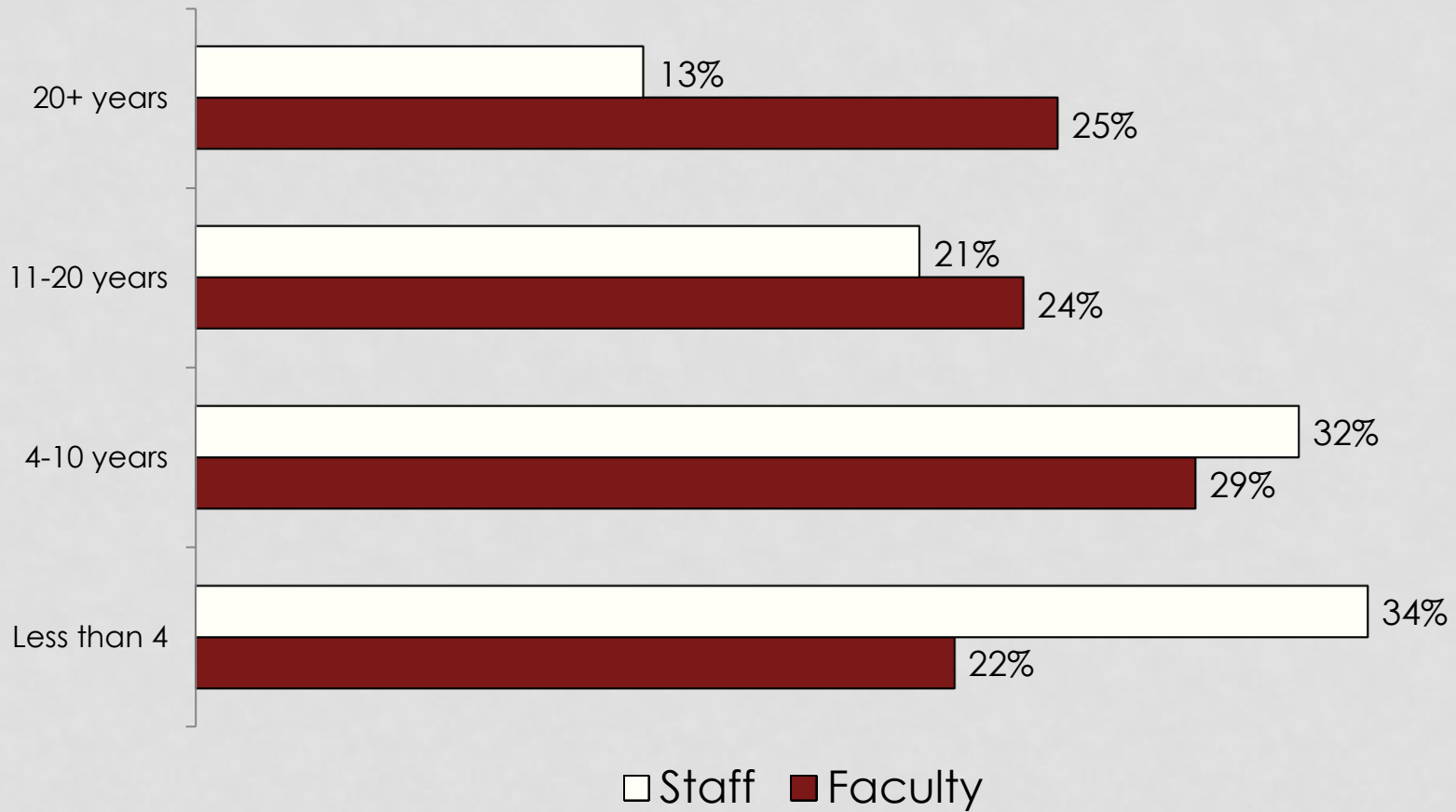
FACULTY/STAFF SURVEY MAKE-UP

- The Faculty and Staff Diversity survey utilized the questions from Briones's version of the DLE survey and also included two questions concerning the "Biblical and Theological Foundations of Diversity" document, which are not part of the DLE.
- The survey consisted of 17 questions with one open-ended question regarding the "Biblical and Theological Foundations of Diversity" document.
- It was administered in November 2016 through the online survey tool Survey Monkey.
- Sixty-one faculty and 107 staff members responded to the survey.

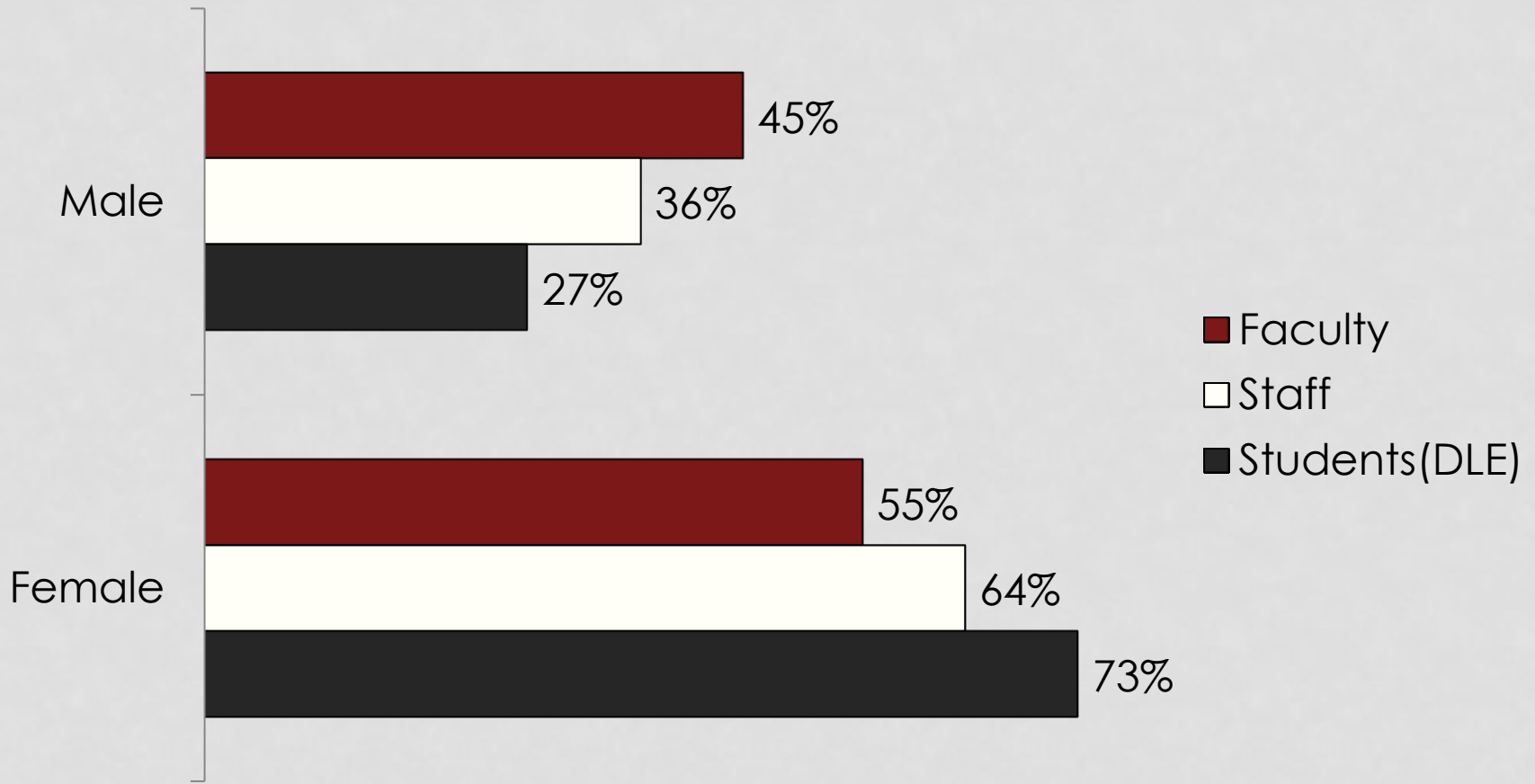
DEMOGRAPHICS

QUESTIONS 1-4

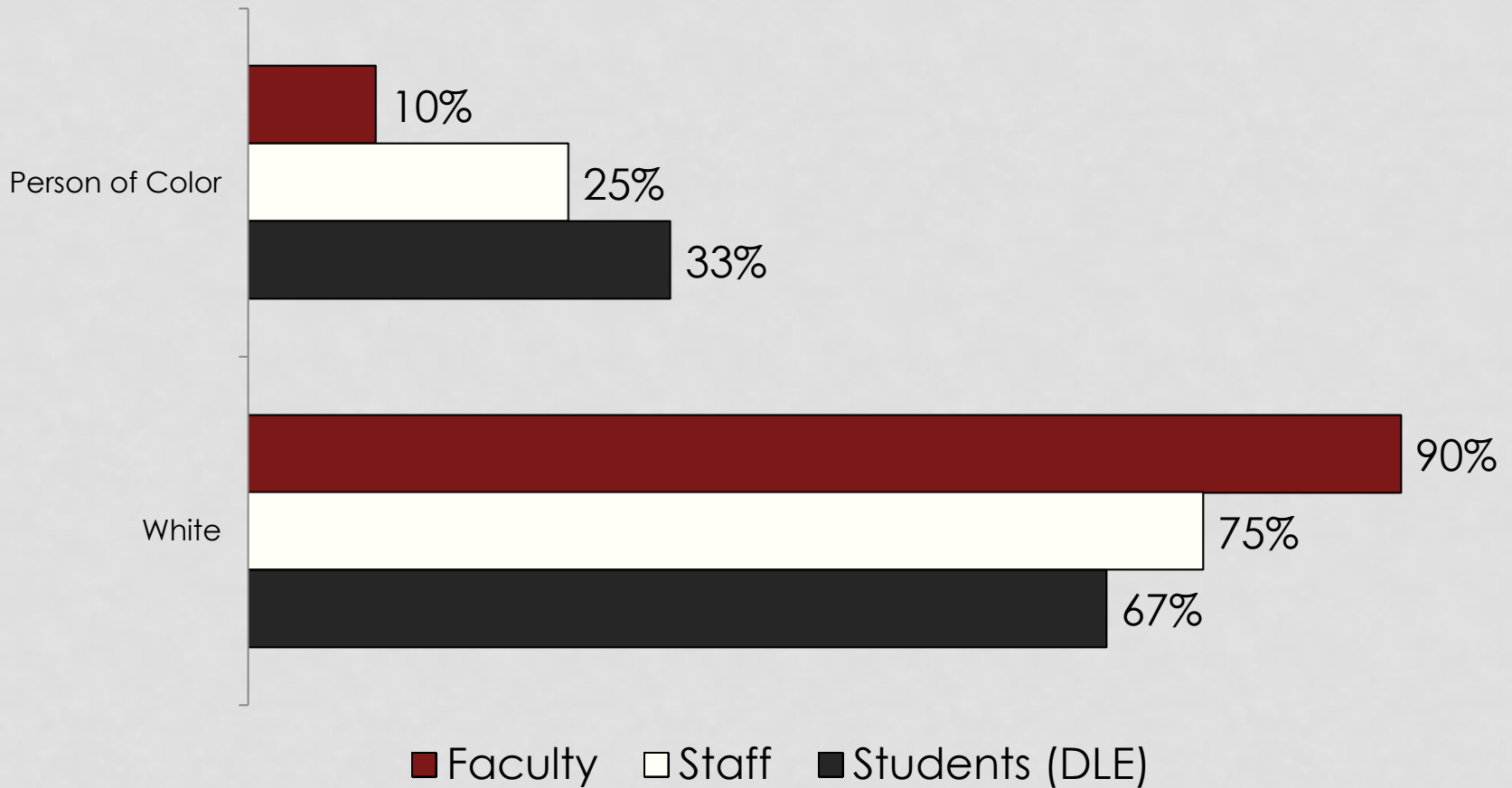
Q1: YEARS OF EMPLOYMENT AT WESTMONT



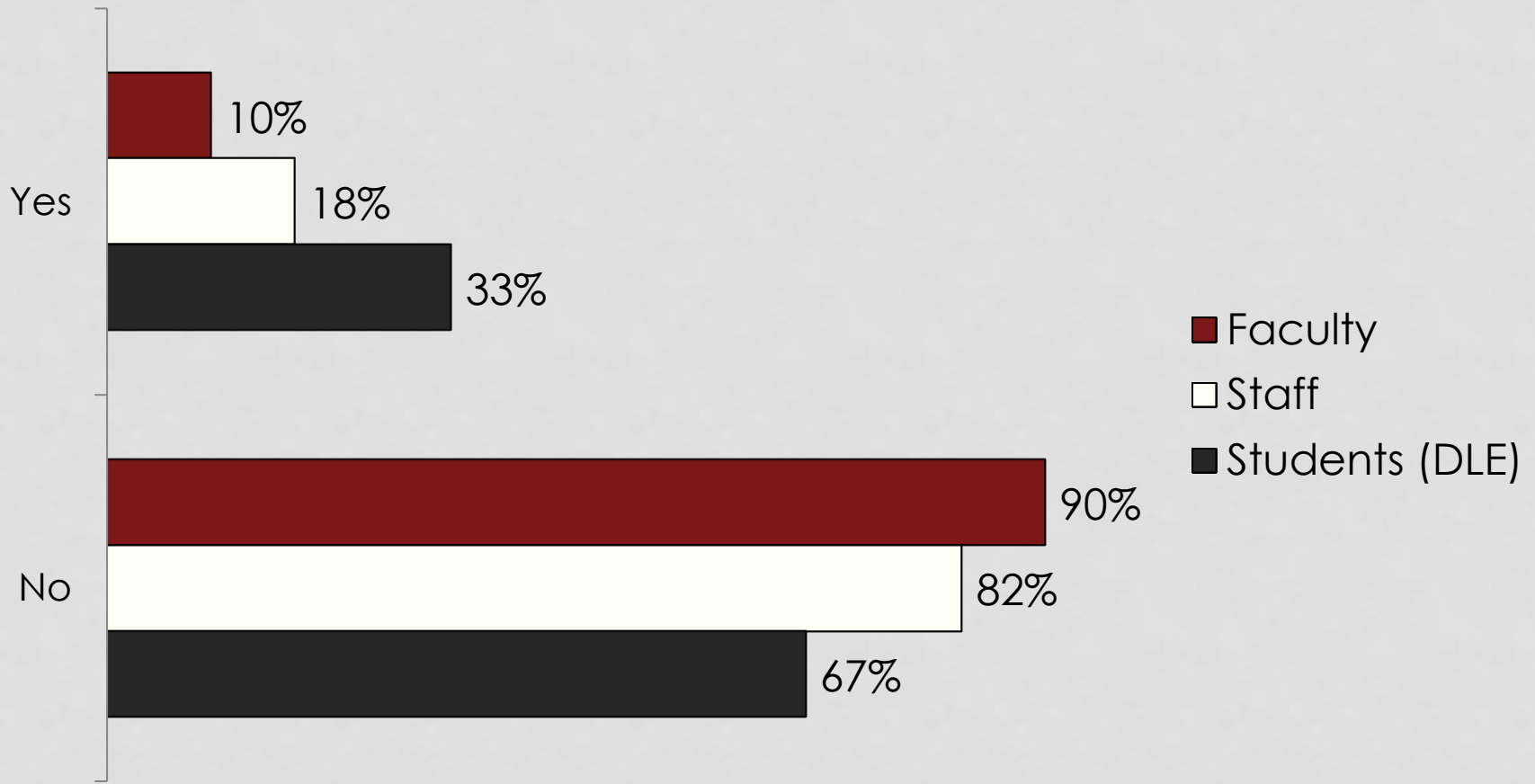
Q2: GENDER



Q3: RACE IDENTITY

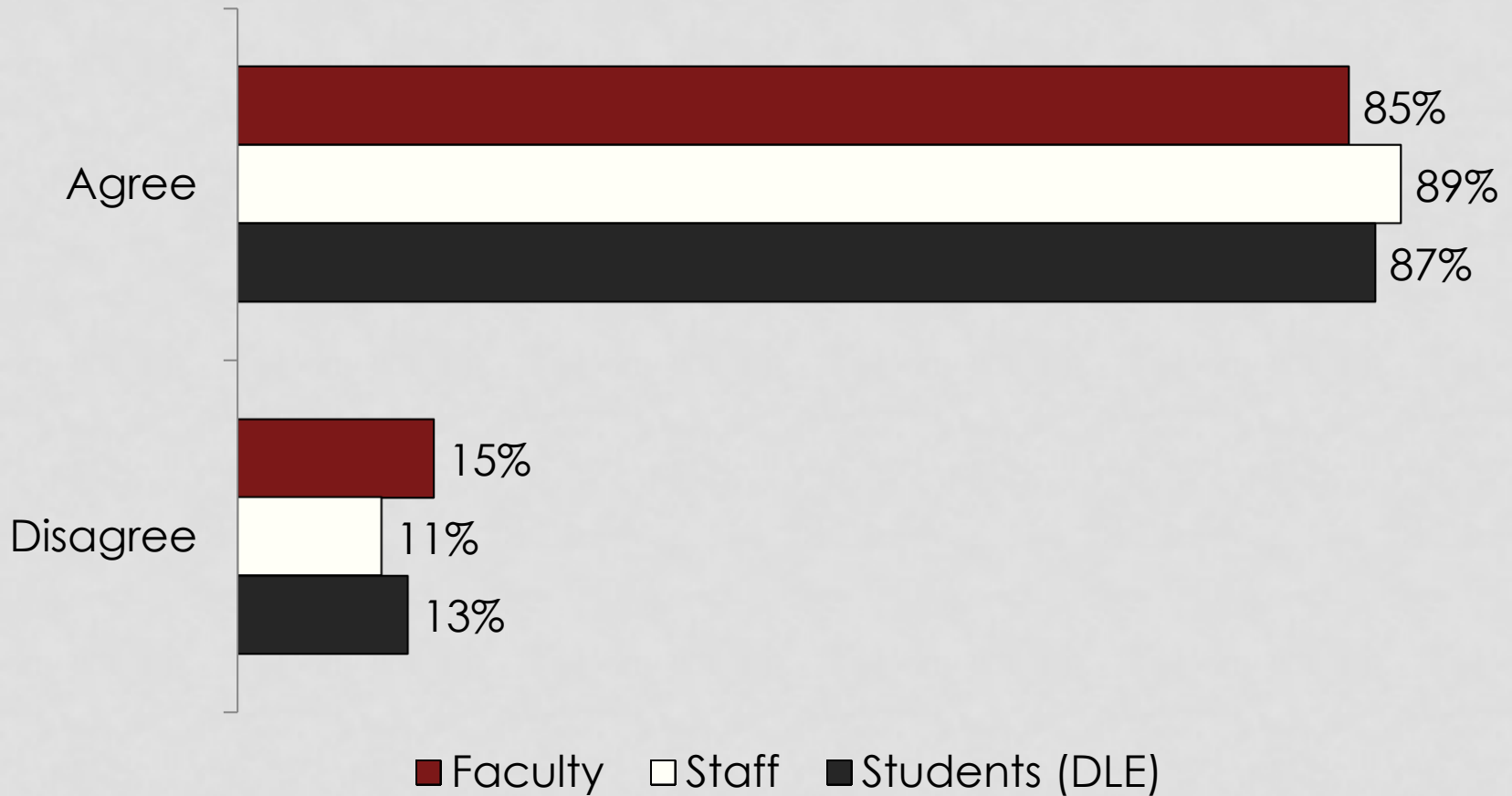


Q4: DO YOU IDENTIFY YOURSELF AS A PERSON OF COLOR?

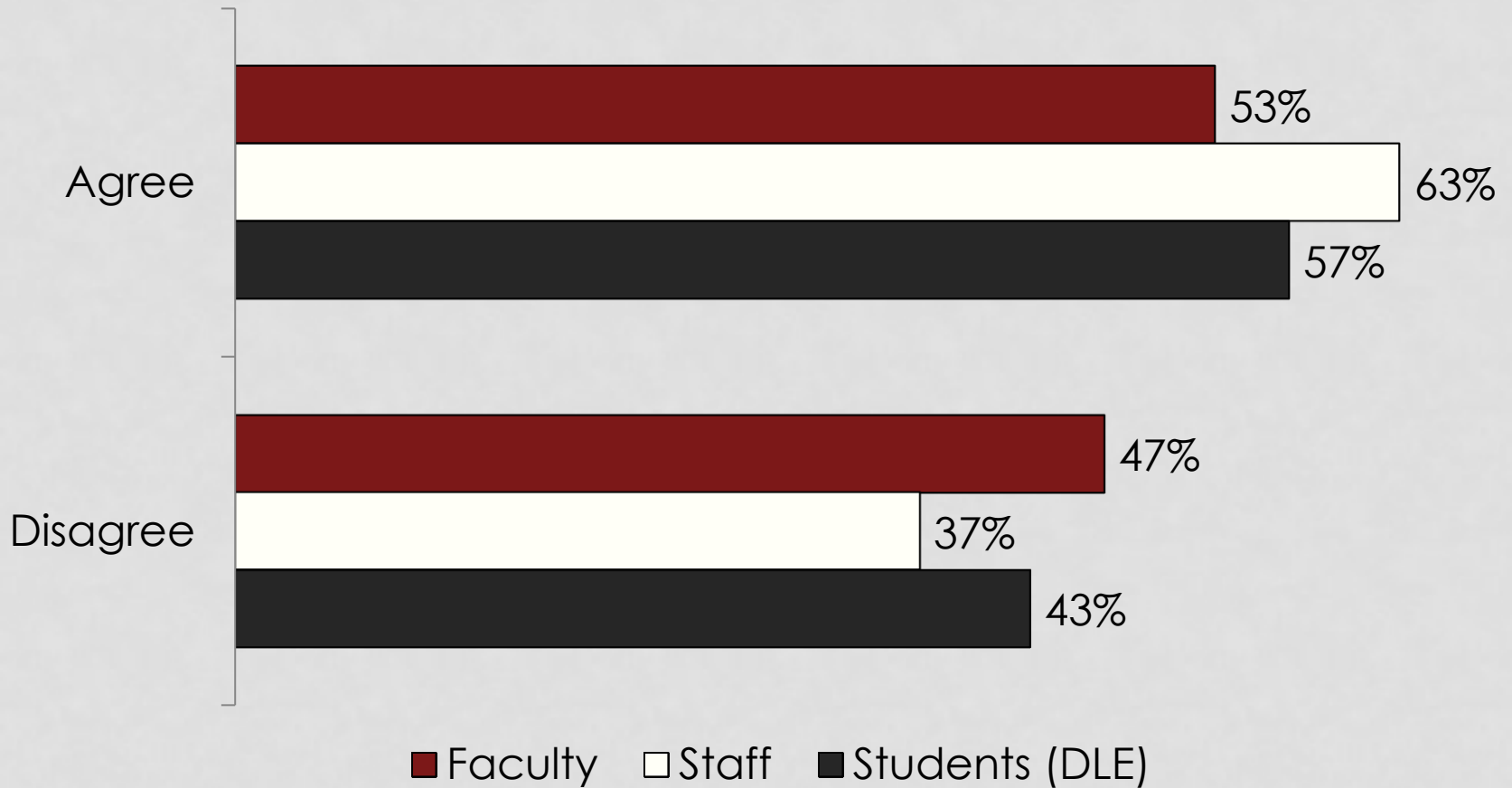


QUESTIONS 5-9

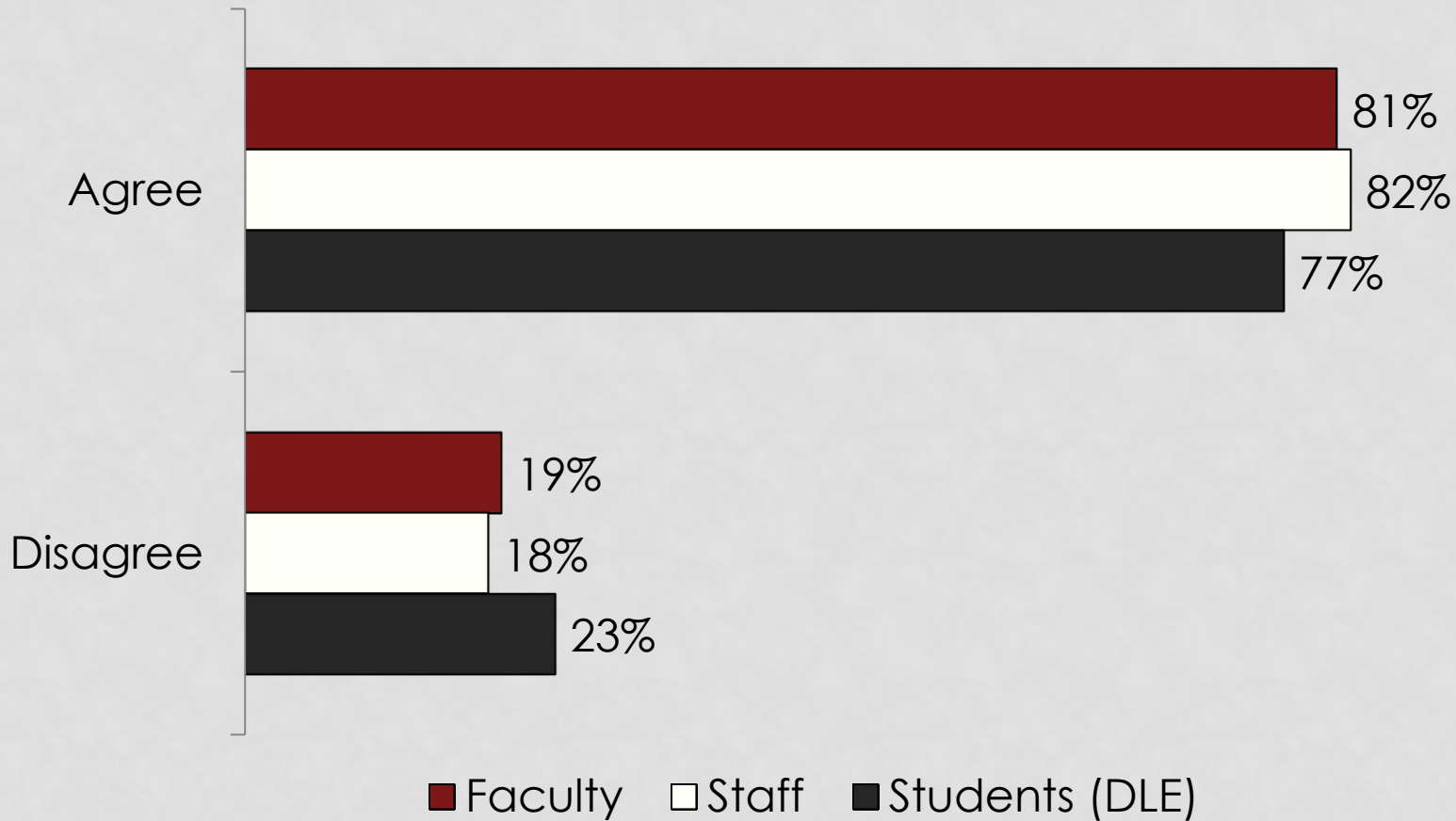
Q5: I FEEL A SENSE OF BELONGING ON CAMPUS



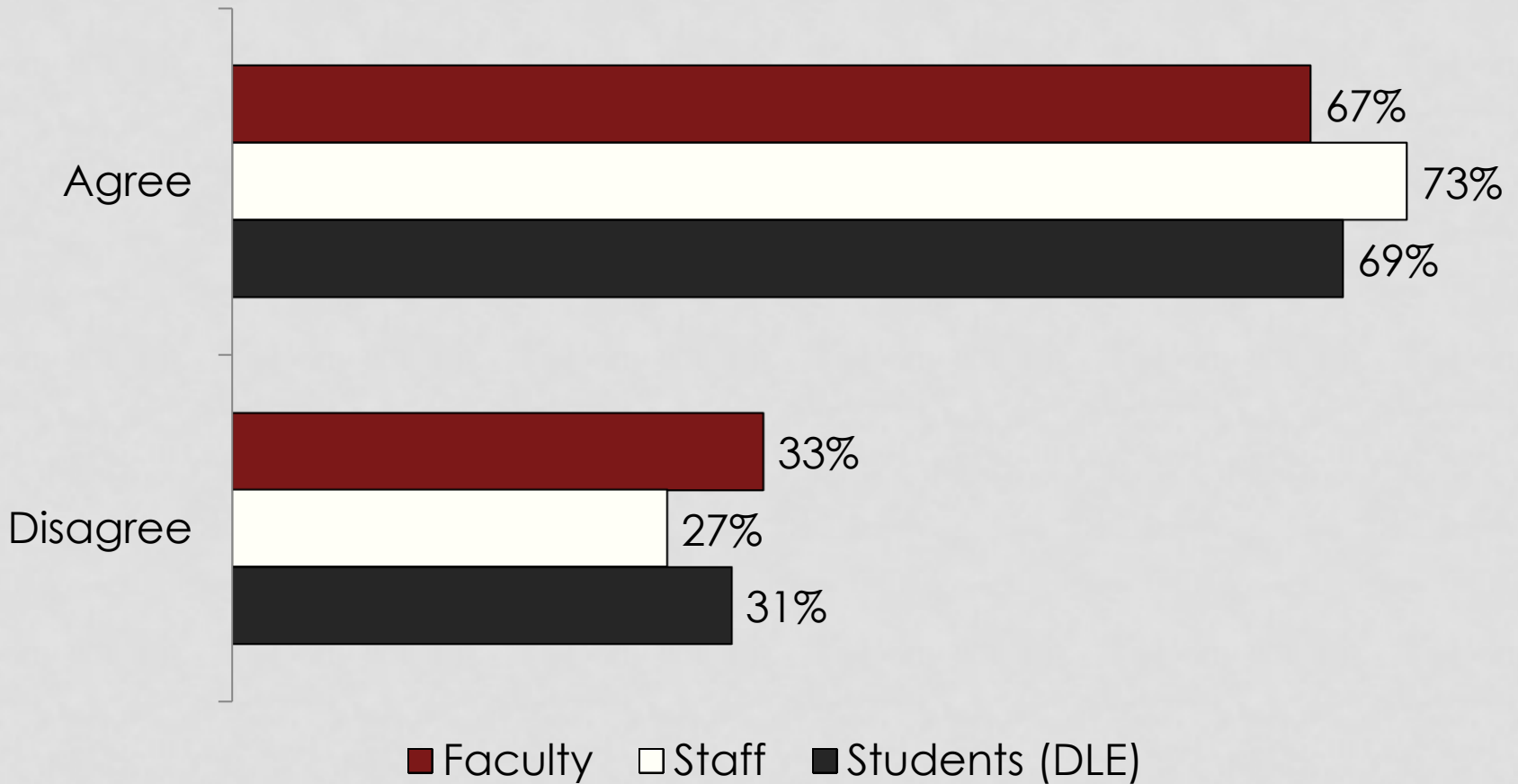
Q6: WESTMONT HAS A LONG STANDING COMMITMENT TO DIVERSITY



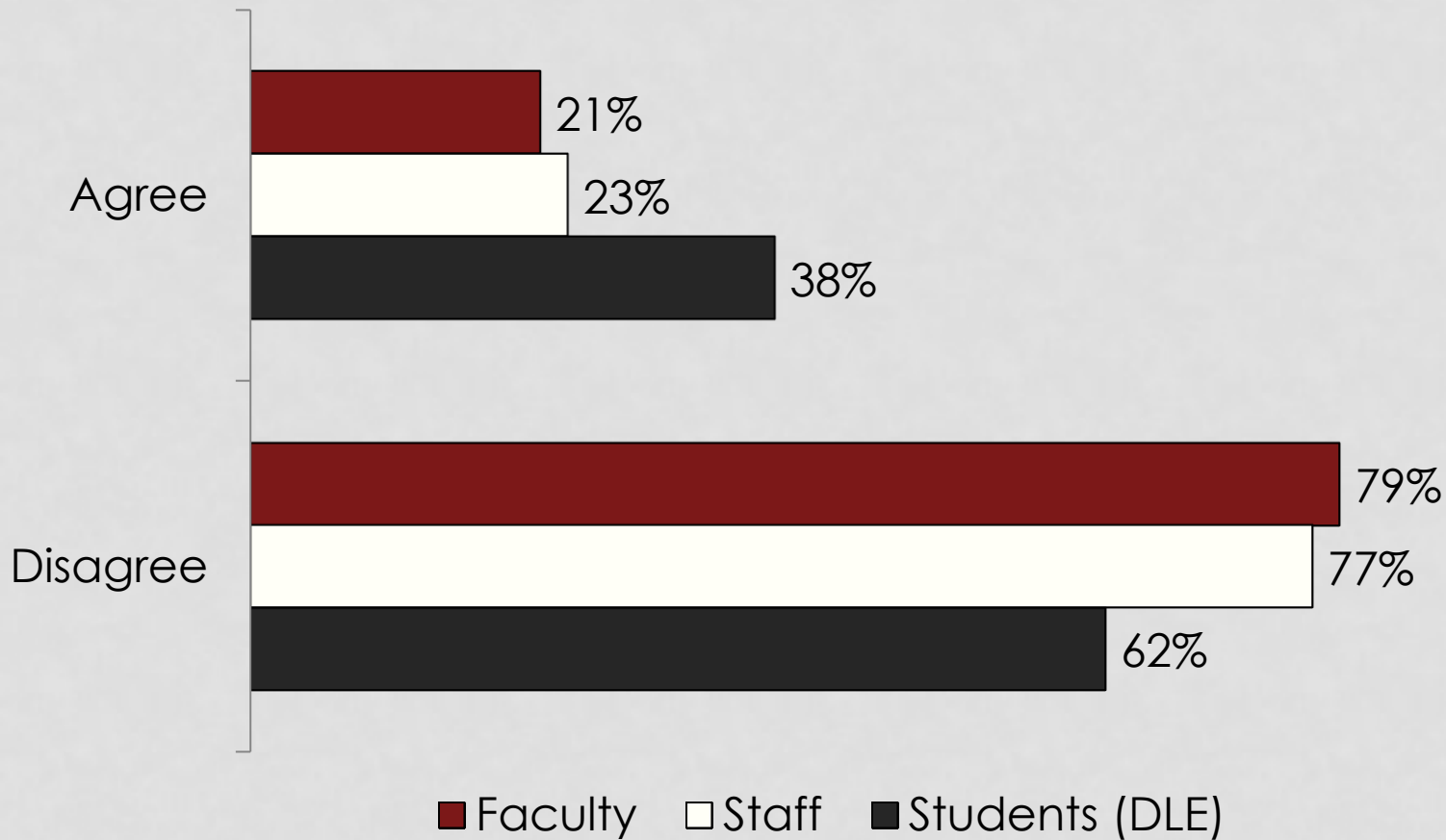
Q7: WESTMONT PROMOTES THE APPRECIATION OF CULTURAL DIFFERENCES



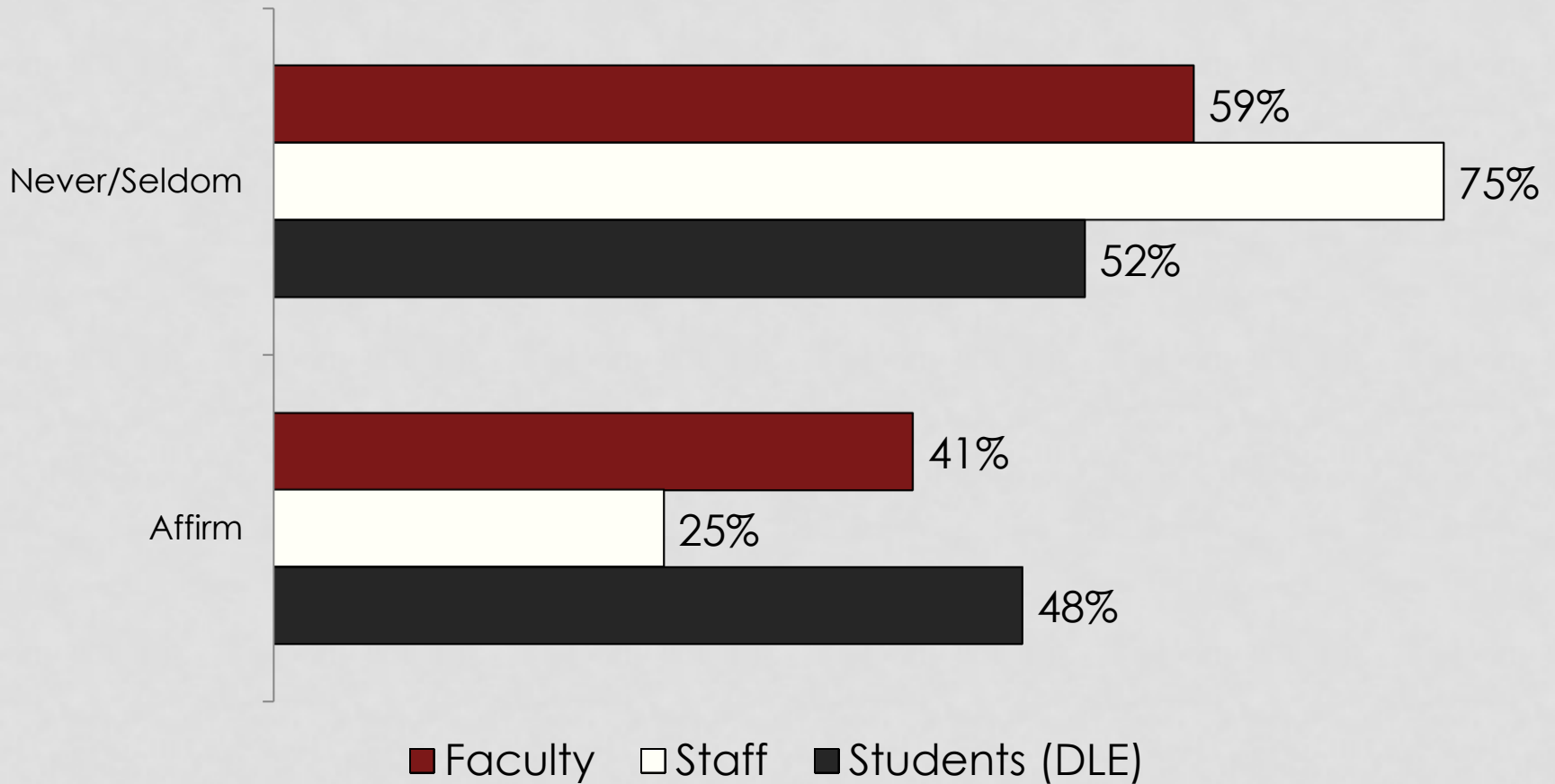
Q8: WESTMONT HAS ADMINISTRATORS WHO REGULARLY SPEAK ABOUT THE VALUE OF DIVERSITY



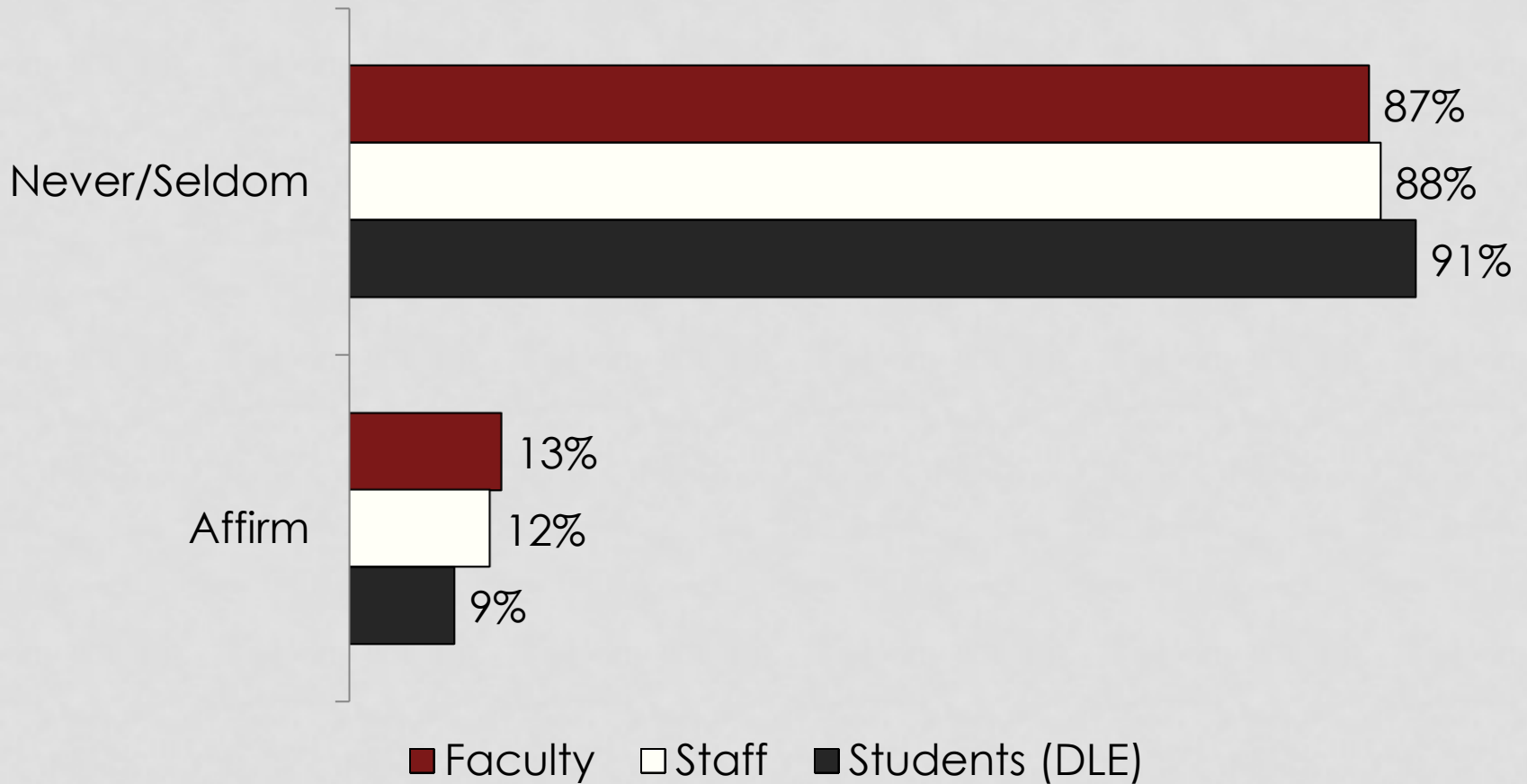
Q9: WESTMONT HAS A LOT OF RACIAL TENSION



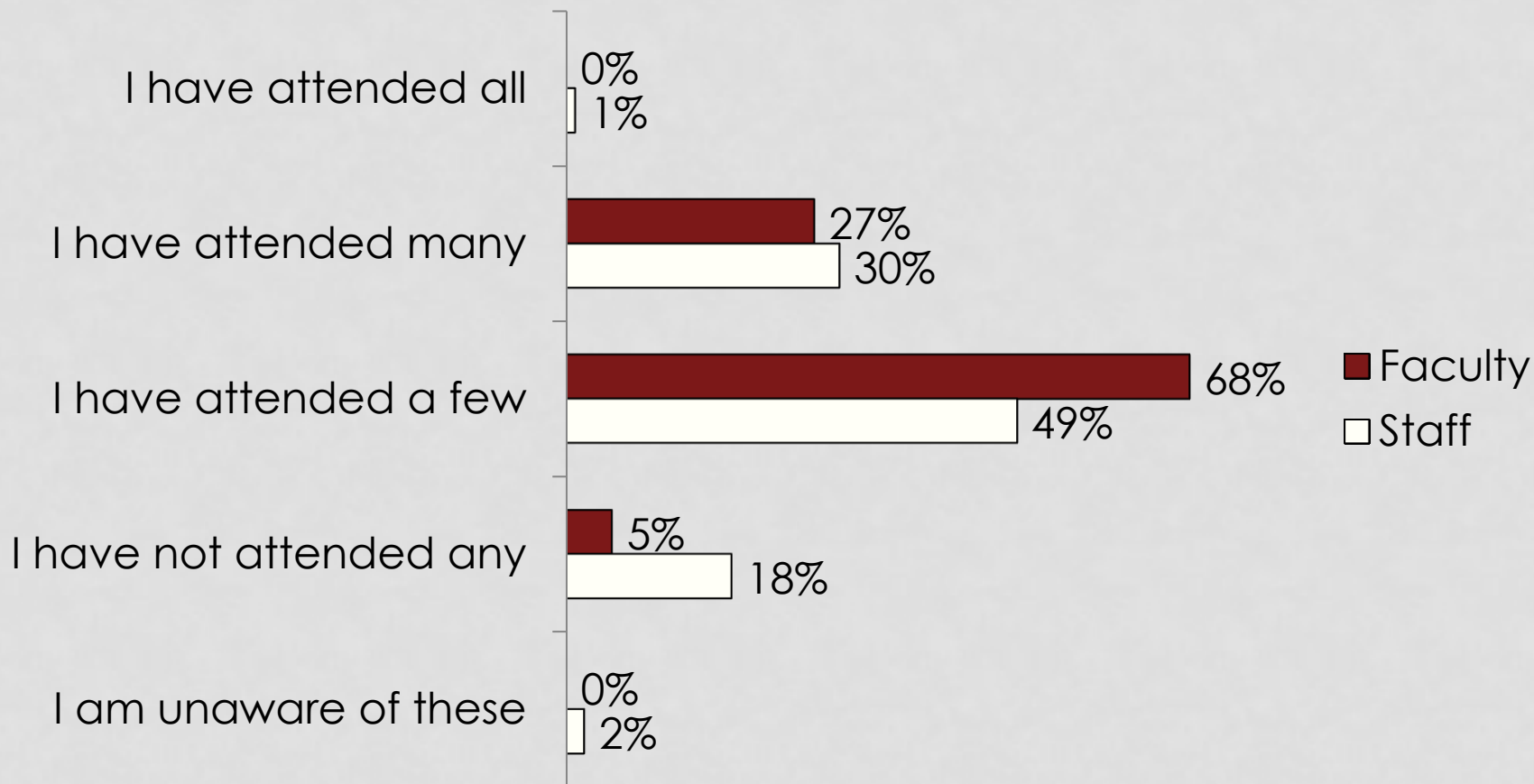
Q10: HOW OFTEN AT WESTMONT HAVE YOU HEARD INSENSITIVE OR DISPARAGING REMARKS FROM STUDENTS?



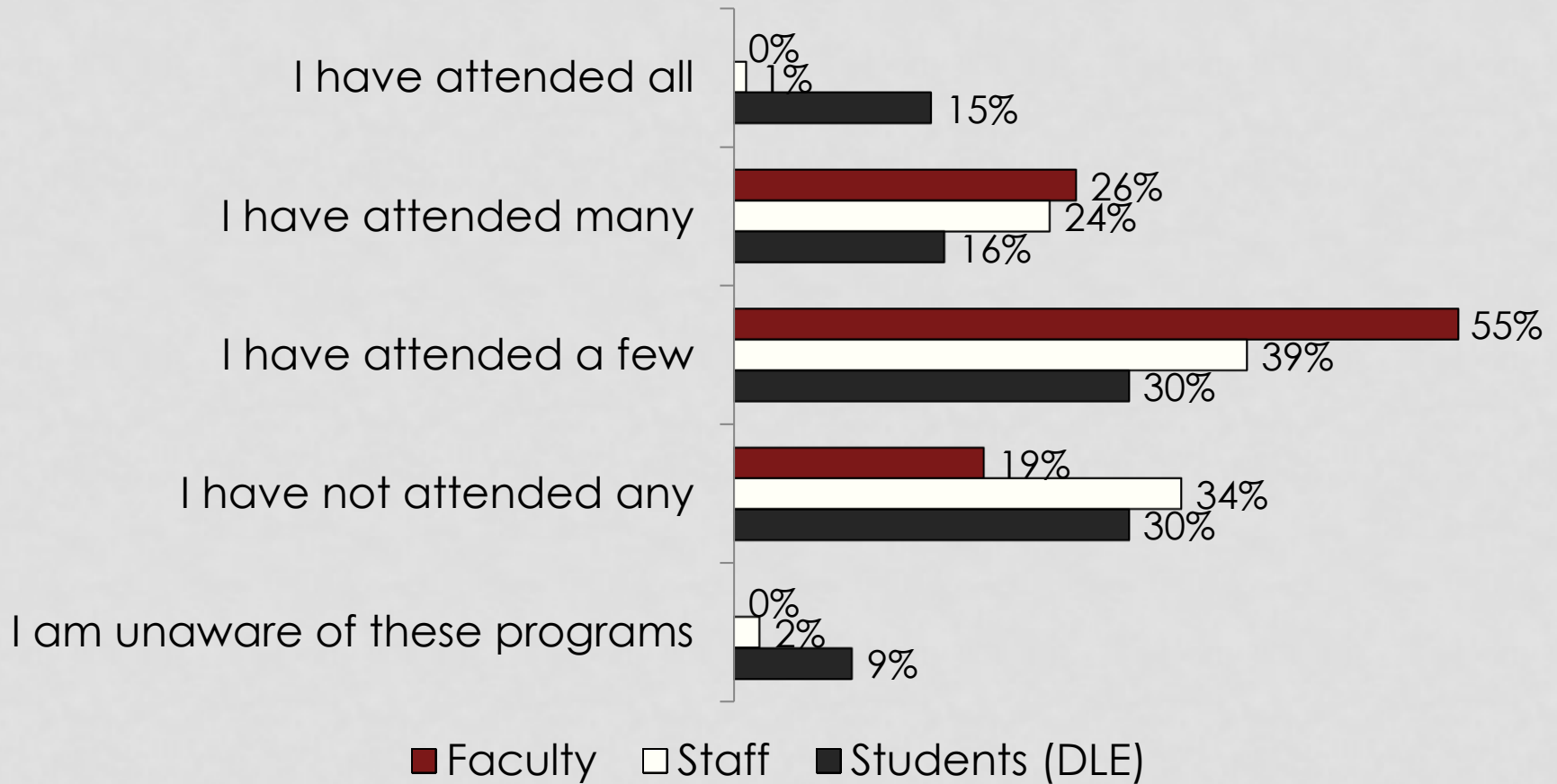
Q11: HOW OFTEN AT WESTMONT HAVE YOU HEARD INSENSITIVE OR DISPARAGING REMARKS FROM FACULTY/STAFF?



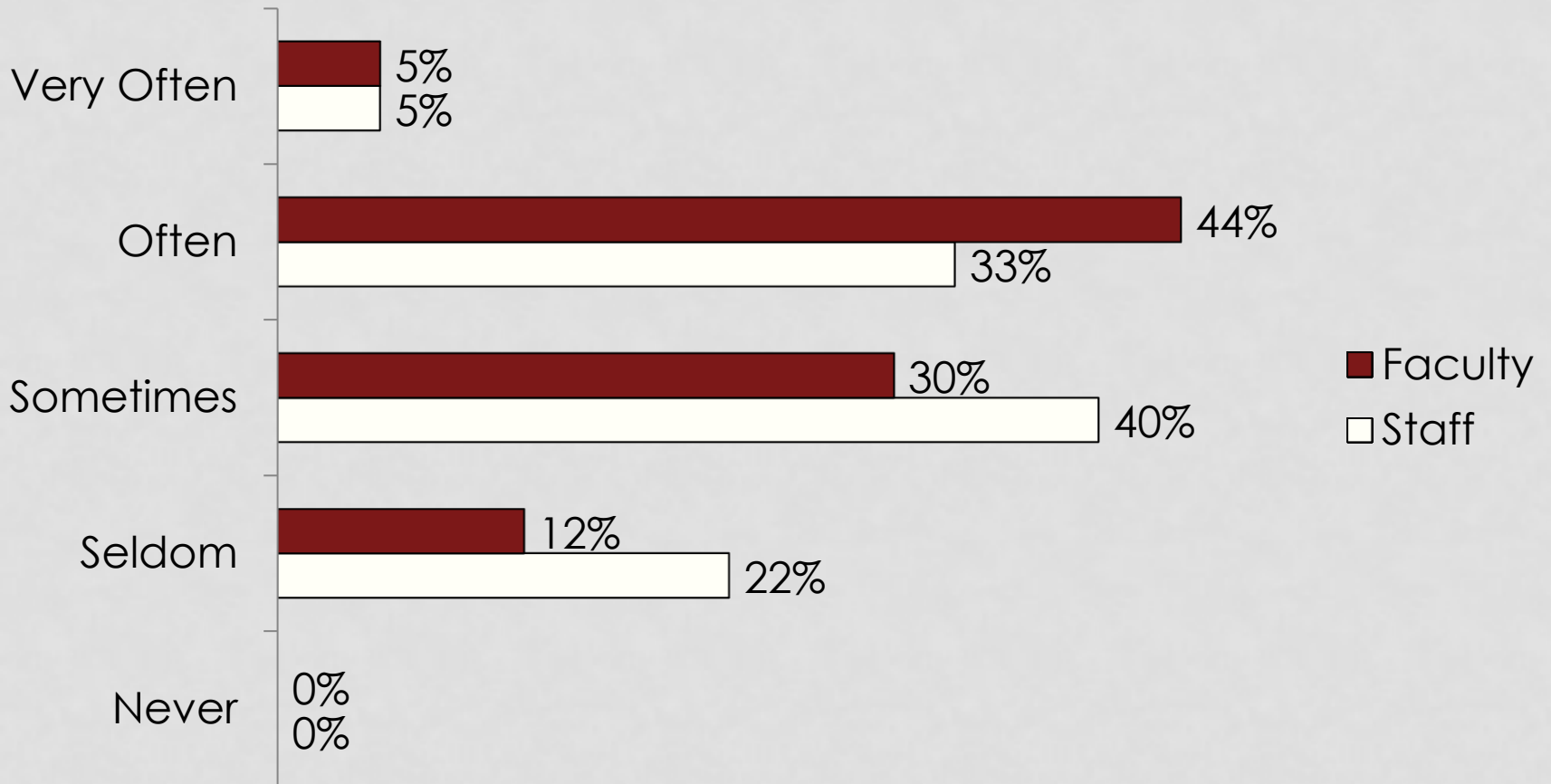
Q12: SINCE JOINING WESTMONT, HOW OFTEN HAVE YOU ATTENDED PRESENTATIONS, PANELS, PERFORMANCES OR ART EXHIBITS ON DIVERSITY?



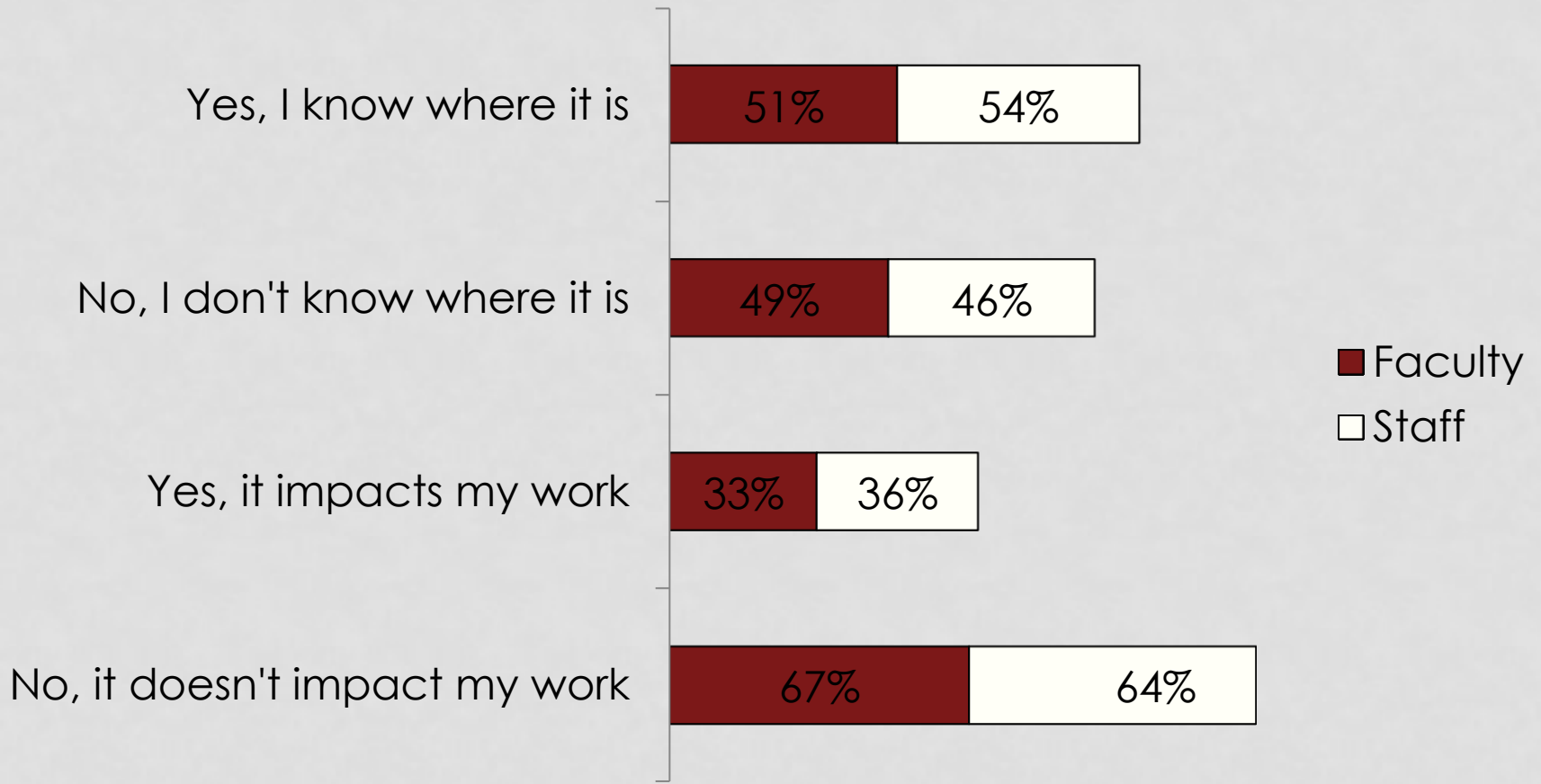
Q13: SINCE JOINING WESTMONT, HOW OFTEN HAVE YOU PARTICIPATED IN ON-GOING CAMPUS ORGANIZED DISCUSSIONS ON RACIAL/ETHNIC ISSUES?



Q14: STAFF MEMBERS HERE ARE WILLING TO TALK ABOUT EQUITY, INJUSTICE, AND GROUP DIFFERENCES.

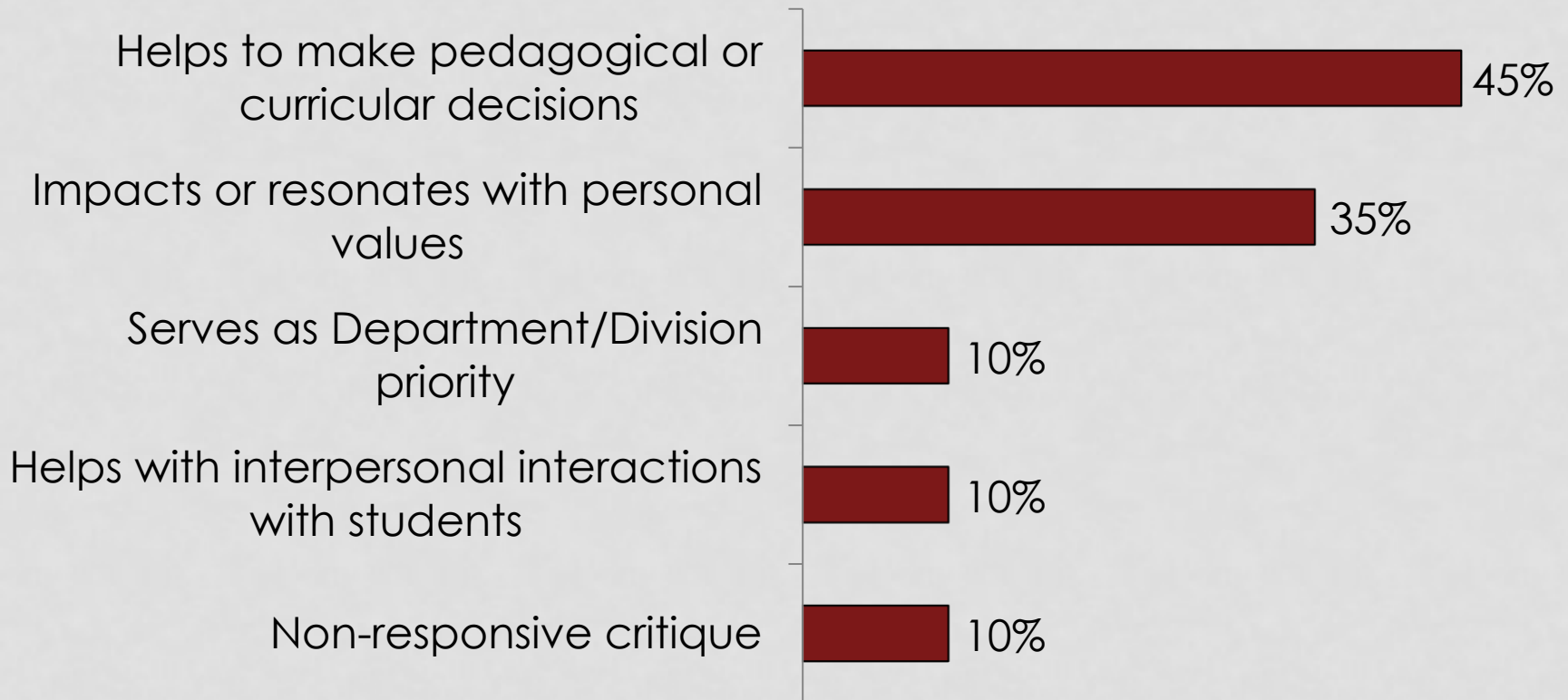


Q15 & 16: BIBLICAL AND THEOLOGICAL FOUNDATIONS OF DIVERSITY DOCUMENT



Q17: IF YES, HOW DOES THE “BIBLICAL AND THEOLOGICAL FOUNDATIONS OF DIVERSITY” DOCUMENT IMPACT YOUR WORK?

Faculty (n=20)



Q17: IF YES, HOW DOES THE “BIBLICAL AND THEOLOGICAL FOUNDATIONS OF DIVERSITY” DOCUMENT IMPACT YOUR WORK?

Staff (n=33)

